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| **Maintain Target Language**  **Strategies Supporting Common Core Standards** | **Paul Sandrock**  American Council on the Teaching  of Foreign Languages ([www.actfl.org](http://www.actfl.org))  psandrock@actfl.org |

**Resources available at: actflregionalworkshop.wikispaces.com**

**ACTFL Position Statement: Use of the Target Language in the Classroom**

Research indicates that effective language instruction must provide significant levels of meaningful communication\* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 Standards for Foreign Language Learning in the 21st Century. *ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom*. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students’ ability to interact orally in the target language.

\*Communication for a classical language refers to an emphasis on reading ability and for American Sign Language (ASL) to signed communicative ability.

*Common Core State Standards: English Language Arts and Literacy* ([http://www.corestandards.org](http://www1.georgetown.edu/departments/german/programs/undergraduate/curriculum/summary/))

*Alignment of the National Standards for Learning Languages with the Common Core State Standards* (www.actfl.org/commoncore)

*21st Century Skills Map – World Languages*

(http://www.actfl.org/files/21stCenturySkillsMap/p21\_worldlanguagesmap.pdf)

*Teaching Foreign Languages, K-12: A Library of Classroom Practices*

http://www.learner.org/resources/series185.html

**Alignment of the National Standards for Learning Languages**

**with the Common Core State Standards** (www.actfl.org/commoncore)

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| **Speaking and Listening**   * Comprehension and collaboration * Presentation of knowledge and ideas | **Reading**   * Key ideas and details * Craft and structure * Integration of knowledge and ideas * Range of reading and level of text complexity |
| **Language**   * Conventions of Standard English * Knowledge of language * Vocabulary acquisition and use | **Writing**   * Text types and purposes * Production and distribution of writing * Research to build and present knowledge * Range of writing |

**Context**: According to Helena Curtain (University of Wisconsin-Milwaukee)

* Cognitively engaging
* Intrinsically interesting
* Culturally connected
* Communicatively purposeful